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# 21ST CENTURY BASIC EDUCATION PROGRAM (TZ21)

YEAR 4, QUARTER 1 REPORT:

JANUARY 1 – MARCH 30, 2014



Cooperative Agreement# CA NO. 621-A-00-11-00007-00

April 30, 2014

This report was produced for review by the United States Agency for International Development. It was prepared by Creative Associates International.

# **21<sup>st</sup> Century Basic Education Program (TZ21)**

Cooperative Agreement No. CA No. 621-A-00-11-00007-00

## **TZ21 Year 4, Quarterly Report (January-March 31, 2014)**

Submitted to  
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April 2014

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## **Executive summary**

### ***Major Quarter milestones accomplishments***

#### **1. Reading Interventions**

During the first quarter of 2014, TZ21 implemented two major processes aimed at continued improvement of Reading intervention in participating schools; Implementation of Standard 1-2 Remediation Training both in Zanzibar & Mtwara, and development of a new Standard 3-4 Reading intervention model known as Reading Across the Curriculum (RAC).

#### **2. TZ21 Modification, Revised PMP**

The first Data Quality Assessment (DAQ) for the 4 new sets of indicators focusing on TZ21 Reading Modification was conducted in February, 2014 both in Zanzibar and Mtwara. The Tanzania Monitoring and Evaluation Management Services (TMEMS)-USAID contractor on M&E conducted the DQA.

#### **3. ICT installation**

TZ21 continued to improve internet connectivity in Mtwara by swapping out some 2G/3G sites to Vsat for better connectivity. All 27 TRCs in Mtwara were swapped to Vsat. A full-scale power audit of all solar power installations was conducted in Mtwara. By the end of the quarter all solar sites had been audited and corrective measures undertaken where necessary. TZ21 continued with Information Communication Technology (ICT) troubleshooting, maintenance and repairs. Particular attention was paid to the sites earmarked for EMIS training both in Zanzibar and Mtwara.

#### **4. Capacity Building program**

Capacity-building continues at all levels; including training of TZ21 field teams to increase their abilities to monitor and provide feedback to schools on the quality of their overall program implementation. In addition, national and regional TZ21 teams (and government representatives) were trained in Reading Remediation for Standards 1-2, and the new Standard 3-4 Reading Across the Curriculum (RAC) program to enable them to cascade the training effectively down to the school level. Finally, TZ21 staff members responsible for implementing the community and parent engagement activities were provided with technical support and mentoring to increase their capacity to create high quality and targeted community/parent engagement materials.

#### **5. Materials production and utilization**

During the first quarter of 2014, two sets of training materials were produced and put into utilization; the Standard 1-2 Teacher Remediation and the RAC training Handbooks for use at all levels during the first half of 2014.

## **6. Phase out of IPs**

International Youth Foundation (IYF), which operated as an Implementing Partner (IP) on TZ21-E-content intervention in 75 schools in Mtwara and 45 schools in Zanzibar since the first quarter of 2011, closed officially on February 28, 2014. The phase out of IYF was accompanied by government capacity-building strategy that provides professional growth opportunities for many government staff across both project areas (Zanzibar & Mtwara). This helps to integrate the E-Content program into the government system for long-term sustainability. TZ21 is currently ensuring final quality assurance of all E-Content before they are distributed to all schools in Mtwara and Zanzibar.

## **7. Govts/Zanzibar and Mainland Collaboration and partnership**

TZ21 continued to collaborate with both Governments of Tanzania Mainland and Zanzibar to implement TZ21 programs in Mtwara Region and Zanzibar. Consensus-building was conducted, specifically on reading and training materials developed. Approval processes and joint training sessions were conducted by government officials and TZ21 staff; continuing evidence of partnership between TZ21 and the two governments.

## **8. Model schools in Mtwara & Zanzibar**

Identification and support of model schools continued in the first quarter of 2014, with the development of a Model School Performance Guide. In addition, regional teams began to test out the school identification process, and determine response content and methods for those schools. Finally, regional teams created a system for tracking all data on schools.

## **9. Program Monitoring**

Program monitoring continued in the first quarter of 2014, with a combined set of efforts, all revolving around the integrated M&E tool package, and the Model School Performance Guide. In conjunction with ongoing program monitoring, TZ21 is implementing a new formative evaluation response system, designed to engage schools directly with the program data available about their progress, and to place responsibility in their hands to specifically address and monitor implementation of critical criteria on the Model School Performance Guide.

## **10. Leveled Reading Materials**

During the quarter TZ21 in collaboration with Children's Book Project (CBP) continued to develop leveled books appropriate for reading levels in schools. For this quarter, the level of book developed were for emergent reader's stage 1 & 2. By the end of March, 2 leveled titles for Tanzania Mainland (Rangi Zetu and Upile na Bustani Yake) and 2 for Zanzibar (Kima Wekundu and Asubuhi na Mapema) were submitted to MOEVT and Zanzibar Institute of Education (ZIE) respectively for approval. Along with leveled readers developed were 3 reading games to enhance reading skills on phonics, and vocabulary building for Zanzibar and Mtwara.



## 11. Mid – Line Assessment Results

The Results of the Mid-line Assessment on TZ21 reading intervention conducted in September-October, 2013 were presented before senior government officials from MOEVT in Zanzibar and Mtwara Districts Education Officers during the quarter by School to School International (STS). The purpose of this evaluation was to measure progress to date in TZ21 catchment schools, identify areas in which mid-course collection can be made before the Project ends in December, 2014, and to determine next steps in program- and school-level mentoring and coaching – in order to maximize results for classroom instruction and student performance.

## 12. Project Documentation and HQ Support Visit

During this quarter a team of three (3) film documentation specialists from Creative Associates Home Office in Washington DC visited TZ21 Offices in Dar es Salam as well as field sites in Zanzibar and Mtwara. In the Zanzibar catchment area, the filming team visited two schools; Bwejuu and Kisiwandui primary schools where they interviewed community members, parents, teachers and students to learn the impact of TZ21 interventions at different levels. In Mtwara, they visited Tandahimba District and Mtwara Municipal schools. Their work was aimed at documenting the project achievements on reading and unique reading experience in Zanzibar and Mtwara to be disseminated to other education stakeholders across the world.

## Lessons Learned

- **Envisioning Effective Reading Instruction** - It is critical to provide a concrete and common vision to all stakeholders about what effective Reading interventions should look like in schools. When schools are aware of the systems that must be in place to support improvement in classroom reading instruction, and receive regular feedback on these targeted criteria, they are better able to ensure that they are doing what is necessary to improve both teacher practice and student reading performance. To address this, TZ21 is implementing use of the Model School Performance Guide and the Formative Evaluation Response System.
- **Controlling Training Quality** - It is critical to control for content and process “drift” in a cascade-training model. Therefore, TZ21 has adjusted the structures and content of its training handbooks, to ensure that any trainer at any level has all of the training process information they need to implement successful training in any setting.
- **Input- and Outcomes-Based Approaches** - It is critical for field program staff to use both input and outcomes-based approaches in their work. Therefore, TZ21 has implemented a training program for field staff to help them better understand the outcomes desired from program implementation, and to be able to identify school needs and respond to those needs through program-level coaching and mentoring.

## IMPLEMENTATION PHOTOS

### MTWARA



Reading Remediation Training going on at Mikangaula TRC in Mtwara



Chiungutwa Primary School Reading Corner & Classroom Library in Masasi DC



Mtwara Deputy Chief of Party Mr. Felix Mbogella and Anne Woodworth – The Director of Business Development from Creative Associate HQ Washington DC with pupils reading in the shade of the reading tree at Chaume Primary School- Tandahimba.



*Aaaah! So reading materials are everywhere even on a tree!!* The Acting Mtwara Regional Librarian admiring locally made reading materials that are accessed to pupils

## ZANZIBAR

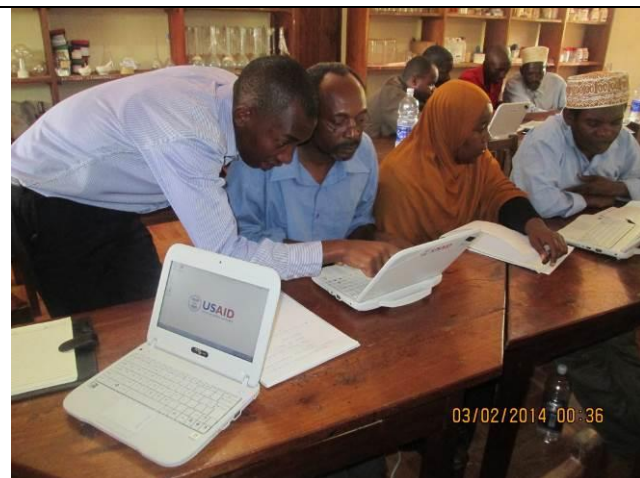
### SEMIS TRAINING



*Mahmoud is one among teachers participated in SEMIS training at Dunga TC on February 2014, Demonstrating on how to retrieve information from computer*



Participants in the SEMIS training seem to concentrate fully during class session



*SEMIS participants at Mkwajuni TC getting assistance from their facilitator*



*ZAYEDES representative Mr. Hassan presents boxes of books and 100,000/= Tshs. Cash to Kiembesamaki school head as a promise from former first lady Zanzibar president mama Shadya*



## STS DISSEMINATION



*Among Education stakeholder who participated in the STS Midline Dissemination report at Grand Palace Hotel Zanzibar*



**From left:** *Creative Associate Director, DCOP TZ21 Zanzibar, COP and Laura Kikuli in the STS Midline Dissemination report at Grand palace hotel Zanzibar*



*USAID Delegation in a group photo with TZ21 Zanzibar staff.*



*Monitoring and Evaluation consultant in a discussion with TZ21 Zanzibar team*



*Group photo of USAID delegate in a visit at Kiembesamaki TC*



*These are among books of different size produced by Zanzibar teachers with their students*



*These are among teachers participated in the Mentoring and Coaching at Bububu TC*



*COP with Catherine getting introduction from Mkunazini SMC chairman at school ground*



*USAID delegates with school management of Mkunazini primary school with kindergarten pupils*



*COP with Kisiwandui students. She wants student to read from what has been written pocket book*



*TZ21 Zanzibar staff with communication delegates from Washington in front of the office*

## **Progress Report by Results**

### ***IR 1: Strengthened professional development and resources support for schools to improve early grade reading***

#### ***Sub - IR 1.1 Improved Instruction in Early Grade Reading Kiswahili***

##### **Mentoring and Coaching**

- The Mentoring and Coaching content, handbook, and training system is designed to encourage localized and regionally-supported coaching and mentoring of implementing teachers. It includes a basic menu of formal and informal coaching approaches, as well as specific strategies for ongoing mentoring of teachers. It is critical to note that coaching and mentoring are viewed as distinct processes in this model; with coaching viewed as a team-focused and public effort to engage teachers in ongoing reflection on the quality of their Reading instruction; and with mentoring viewed as individual mentor-mentee relationship-building, critical to building a local Community of Professional Practice (CPP).
- Head Teachers and Lead Teachers (those teachers specifically selected by their colleagues) share responsibility for mentoring and coaching at the school level. In addition, external support personnel have also been trained in the coaching and mentoring model, to ensure that when they visit schools, they bring a knowledgeable and responsive frame of reference to their work.
- Coaching and Mentoring includes a variety of local activities, such as classroom observation and feedback, lesson-plan sharing and co-development, materials development, and topical discussion of the five critical elements of early Reading instruction.
- The Mentoring and Coaching training system, developed in the last quarter of 2013, was fully implemented during the first quarter of 2014 in Mtwara and Zanzibar. See additional information below about how that system will be supported in new ways, through implementation of the Formative Evaluation Response System.
- In addition to completion of school training in mentoring and coaching, regional TZ21 teams were also trained in program-level coaching and mentoring, using the M&E tools and new School Performance Guide, providing them with the tools and processes necessary to identify and respond to school implementation issues.



- Regional and local stakeholder response to early implementation of the Mentoring & Coaching system has been positive. Regional trainers have welcomed this expanded perspective of their important role in supporting schools; no longer viewing their relationship with schools as one of judgment and punitive action, but instead viewing their role as that of a partner in change. Head Teachers and Lead Teachers have responded well also; encouraged in their ability to guide the Reading program through localized community professional development efforts.

**Participant Statement:** “Coaching and mentoring is helping our teachers, especially Standard 1 and 2, to improve their work as time goes on, and helps the school as a community to build effective leadership and create a community of professional practice.”

*Mr. Musa Mtanga, Ward Education Coordinator –Maundo Juu Tandahimba*

- The following are numbers of teachers and education administrators trained on mentoring and coaching in Zanzibar and Mtwara during the quarter.

Zanzibar Number of Mentoring and Coaching trainees				
Date	Center	Male	Female	Total
Feb. 3 <sup>rd</sup> -5 <sup>th</sup> /2014	Bububu TC	26	26	52
	Michakaini TC	4	1	5
	<b>Total</b>	<b>30</b>	<b>27</b>	<b>57</b>

In Mtwara a total of **104** (64 m & 40 f) attendees in the District Trainer of Trainees (DTOT) and **1332** (1033 male & 299 female) attendees in rollout were trained. Attendance for both DTOT and rollout is as it is seen here under:

#### DTOT participants

District	District Education Officers (DEO) & District Focal Persons (DFPs)			District Inspectors			Facilitators			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Mtwara Municipal	1	1	2	1	1	2	3	1	4	5	3	8
Mtwara District Council	2	0	2	0	2	2	10	4	14	12	6	18
Tandahimba	1	1	2	2	0	2	13	1	14	16	2	18
Newala	1	1	2	2	0	2	5	9	14	8	10	18
Masasi Town Council	1	1	2	1	1	2	2	2	4	4	4	8
Masasi District Council	0	2	2	1	1	2	7	7	14	8	10	18
Nanyumbu	1	1	2	2	0	2	7	3	10	10	4	14
Zonal office	0	0	0	1	1	2	0	0	0	1	1	2
<b>Total</b>	<b>7</b>	<b>7</b>	<b>14</b>	<b>10</b>	<b>6</b>	<b>16</b>	<b>47</b>	<b>27</b>	<b>74</b>	<b>64</b>	<b>40</b>	<b>104</b>

#### Regional Rollout Training Attendance Summary

District	Ward Education Coordinators (WECs)			Head Teachers			School mentors			TRCC			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Masasi DC & TC	20	10	30	117	38	155	111	44	155	0	1	1	248	93	341



Nanyumbu	12	2	14	77	9	86	71	16	87	5	-	5	162	30	192
Newala	26	2	28	108	10	118	77	41	118	3	2	5	214	55	269
Tandahimba	21	4	25	100	15	115	90	25	115	1	0	1	211	45	256
Mtwara DC	18	2	20	74	7	81	77	38	115	1	-	1	170	47	217
Mtwara MC	11	2	13	16	8	24	10	18	28	1	1	2	28	29	57
<b>Total</b>	<b>108</b>	<b>22</b>	<b>130</b>	<b>492</b>	<b>87</b>	<b>579</b>	<b>436</b>	<b>182</b>	<b>618</b>	<b>11</b>	<b>4</b>	<b>15</b>	<b>1,033</b>	<b>299</b>	<b>1,332</b>

## Teacher Reading Remediation

- TZ21 created and implemented a Teacher Remediation training series, designed to respond to the specific implementation issues observed in Standard 1-2 program implementation. Training was completed both in Mtwara and Zanzibar in the first quarter of 2014. This training series was also designed to provide more scaffolding for local trainers to compensate for training drift.
- Remediation training was implemented in response to observed needs of teachers. Though teachers were well trained in the basics of a 5 elements approach to Reading instruction, it was expected that, over time, teachers would encounter issues with classroom instruction where they consistently struggled. And, with the implementation of the formative measurement and evaluation system, more evidence became available about specific teacher needs. The remediation training was designed to address these common observed knowledge and instructional skills issues. These included additional depth of content on Phonics instruction, better understanding of the relationship between the five different elements of instruction, and specific emphasis on reading for Comprehension.
- Regional trainer and teacher response to the remediation training was positive, and was viewed as responsive to the needs being expressed by implementers at all levels. Some representative comments/examples follow.

**Participant Statement:** “Attending remedial training has sharpened our skills and cleared many doubts. Some of us were struggling with phonics and phonemic awareness but now we feel confident.”

*Sadik Hamis, TRCC – Lengo-Newala DC*

**Participant Statement:** “Remedial training has improved our knowledge of the 5 reading elements. From here I will work more effectively to bring changes and improve reading in my school.”

*Maimuna S. Ismail, Teacher – Milango Minne Primary School, Mtwara DC*

- In Zanzibar, Teacher Remediation training took place between 7<sup>th</sup> - 14<sup>th</sup> March 2014 in Unguja and Pemba. The table below shows number of participants and facilitators with their respective training Centres in Zanzibar.

Number of trainees and facilitators (7 <sup>th</sup> -14 <sup>th</sup> March 2014)						
TC NAME	Trainees			Facilitators		
	M	F	T	M	F	T
Kiembesamaki	0	169	169	2	6	8
Bububu	3	196	199	1	9	10
Kitogani	22	56	78	2	2	4
Mkwajuni	25	149	174	5	5	10
Dunga	24	74	98	2	2	4
Mitiulaya	40	90	130	3	3	6
Wingwi	33	45	78	0	4	4
Michakaini	14	130	144	4	4	8
Mizingani	31	76	107	4	2	6
<b>TOTAL</b>	<b>192</b>	<b>985</b>	<b>1,177</b>	<b>23</b>	<b>37</b>	<b>60</b>

In Mtwara Teacher Remediation Training took 6 days whereas 3 days was allocated for DToT and the remaining 3 days for rollout. The training was conducted March 13-19, 2014. The table below shows the composition of participants for both DTOT and Teacher rollout training in Mtwara.

S/n	District	Centers	Teacher attendees			Facilitators (DToT)		
			M	F	T	M	F	T
1	Nanyumbu	5	104	59	163	5	5	10
2	Masasi DC	5	102	80	182	4	10	14
3	Masasi TC	2	19	69	88	2	2	4
4	Newala	6	90	106	196	7	5	12
5	Tandahimba	5	90	76	166	8	2	10
6	Mtwara DC	5	110	72	182	5	5	10
7	Mtwara MC	2	46	52	98	2	2	4
<b>Total</b>		<b>30</b>	<b>561</b>	<b>514</b>	<b>1075</b>	<b>31</b>	<b>31</b>	<b>62</b>

### Reading Across the Curriculum

- TZ21 designed a new intervention for Standards 3-4; Reading Across the Curriculum (RAC). This new intervention model is designed to integrate Reading strategies into all content areas (with specific emphasis on Mathematics, Kiswahili, Science, and English) to support continued literacy development and quality learning in content areas. Though the training emphasized these specific content areas, it also informed participants that the model strategies are appropriate for and should be used across all content areas.
- The selected strategies included both cross-disciplinary and content-specific strategies; those strategies that are useful to support improved content learning regardless of the discipline, and those strategies that are specifically for two different types of content – Numerical Science disciplines (Mathematics and Science), and Language-Based disciplines (Kiswahili, English, and the Social Sciences).
- Reading areas addressed include
  - Vocabulary Development – the use of simple vocabulary-learning strategies to target the core content of each discipline;

- Reading Comprehension – the use of strategies for Before, During, and After reading of content materials to ensure that students fully comprehend the content; and
- Fluency.- the use of group collaborative reading strategies that promote both automaticity (the ability to read orally at a rapid pace) and prosody (the ability to read orally with appropriate tone – demonstrating comprehension of content)
- The program also assists teachers in structuring classroom instructional time for maximum effect – providing strategies for Before, During, and After Reading. Finally, the model also enhances the classroom learning environment by providing training and specific strategies for group collaborative learning.
- In addition, teachers were provided with a simple planning template to effectively link their national curriculum syllabus with appropriate and effective reading materials and strategies that were consistent with content and instructional goals. Each trained teacher left the training session with a systematically developed plan for their next unit of study and a selection of strategies they would use (multiple times) that most effectively supported their content and teaching approach.
- The RAC handbook was designed to be an interactive training and classroom-resource manual. It included three sections: About Reading in the Content Areas (providing basic research and concepts about the use and value of reading across the curriculum); Learning Strategies for the Content Classroom (a training process section to guide trainers and teachers through the steps in learning the specific strategies); Planning to Use Strategies (an interactive planning module to link content to resources and strategies); and The Strategy Resource Set (with detailed strategy use steps and examples from across the disciplines).
- TZ21 created a training system for the RAC materials, with NToT training and regional training now completed. Final local training sessions with take place before the end of May 2014. The training model was developed differently, due to evidence of weaknesses in a cascade-training system. The Handbook was enhanced to include interactive spaces (to increase participant viewpoint about the ongoing usefulness of the handbook during classroom planning), and also included more detail about how to conduct the training, to compensate for commonly observed training “drift.”
- Training was provided at the regional level for teams of three (3) from each participating school; including representation from three of the four target content areas, and representation from the Head Teacher, Academic Head and Lead Teacher. Schools selected their participants based on these requirements. In addition, Ward Education Officers and Teacher Center Coordinators were included in the training to ensure the sustainability of the program after the scope of this project. With WECs and TC/TRC Coordinators trained, not only can they continue to support TZ21-participating schools, they can also provide this same training to other schools within their scope of responsibility.

**Success Story:** *NToTs report that response to the training at regional levels was more than positive. Several regional trainers stated that the new format of the training and handbook would make it much easier for them to do quality training for their schools.*

**Success Story:** Mtwara TZ21 team members report that teachers participating in the training at the local level were pleased to be provided with a reading approach that they could use at Standards 3-4. Teachers said they had been asking about whether they would be allowed to participate in the program implementation, and are happy to be involved. Subsequently, the team is seeing high levels of RAC implementation already, only weeks after the training has been completed.

**Participant Statement:** “DTOTs must ensure that RAC training contributes to the improvement in the quality of Reading among our children. Mtwara is far ahead of any other region in the promotion of reading because of our participation in TZ21, so I expect us to shine in Big Results Now.”

Mr. Benno V Mmole, Teacher – Masasi DC

#### Mtwara DTOTs Training

District	Facilitators			DFPs		
	Male	Female	Total	Male	Female	Total
Mtwara MC	4	2	6	1	0	1
Mtwara DC	18	6	24	1	0	1
Tandahimba	18	2	20	1	0	1
Newala	19	5	24	1	0	1
Masasi DC	16	8	24	0	1	1
Masasi TC	4	2	6	0	1	1
Nanyumbu	11	5	16	1	0	1
<b>Total</b>	<b>90</b>	<b>30</b>	<b>120</b>	<b>5</b>	<b>2</b>	<b>7</b>

#### Roll-out Teacher Training

District	Head Teachers			Academicians			Teachers			WECs			TRCCs			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Mtwara MC	18	10	28	15	13	28	21	35	56	9	6	15	1	1	2	64	65	129
Mtwara DC	80	33	113	66	47	113	135	104	239	24	6	30	2	2	4	307	192	499
Tandahimba	102	13	115	99	16	115	153	71	224	19	1	20	0	0	0	381	93	474
Newala	108	10	118	83	35	118	145	91	236	19	2	21	4	1	5	359	138	497
Masasi DC	97	24	121	91	28	119	164	79	243	16	4	20	1	0	1	369	147	516
Masasi TC	22	11	33	21	11	32	27	38	65	5	4	9	0	1	1	75	53	128
Nanyumbu	76	10	86	70	15	85	122	41	163	10	2	12	4	0	4	282	68	350
<b>Total</b>	<b>503</b>	<b>111</b>	<b>614</b>	<b>445</b>	<b>165</b>	<b>610</b>	<b>767</b>	<b>459</b>	<b>1226</b>	<b>102</b>	<b>25</b>	<b>127</b>	<b>12</b>	<b>5</b>	<b>17</b>	<b>1,837</b>	<b>756</b>	<b>2,593</b>



## Leveled Book development

Children's Book Project (CB) and TZ21 agreement requires that CBP develop 10 leveled titles for Mtwara and Zanzibar. During the quarter (January-March), 4 titles; 2 for Mtwara and 2 for Zanzibar were developed. The books were developed from raw manuscripts submitted by different authors including standard 1 and 2 Kiswhili teachers from Mtwara and Zanzibar after receiving five days training on leveled books in 2013. A total of 86 manuscripts were submitted for Tanzania Mainland and 35 manuscripts for Zanzibar for publishing consideration as leveled readers. Selection of the best manuscripts submitted was done together with MOEVT and CBP. For mainland titles, selection team comprised three officials from MOEVT and two technical staff from CBP. The titles for Zanzibar were selected by a team from Zanzibar that comprised two staff from ZIE, one tutor from teachers' college and two primary school teachers.

For Mtwara readers the selected titles are *Rangi Zetu* (Our Colours) and *Upile na Bustani Yake* (Upile and His Garden). *Rangi Zetu* has been developed for emergent readers stage1: emergent readers stage one are pupils who are in their earliest stage of learning to read while *Upile na Bustani Yake* has been developed for emergent readers stage2: These are pupils who are in a transition to beginning readers stage. The 2 titles for Zanzibar developed for emergent readers were for stage 1 and 2 as well. The titles are *Asubuhi na Mapema* (Early in the Morning) developed for emergent readers stage 1 and *Kima Wekundu* developed for emergent readers stage 2.

## Reading Model Schools Development

During this quarter, TZ21 in collaboration with CBP worked closely to establish reading model schools both in Zanzibar and Mtwara. Field Staff both in Zanzibar and Mtwara visited target schools (30 school in Mtwara and 24 in Zanzibar) on regular basis and conducted backstopping and quality assurance exercise to verify school performances in establishing school library, reading inventory system, reading corners, class libraries, reading clubs, teacher made reading materials and utilization on reading promotional calendar and community volunteering both in Zanzibar and Mtwara. In this quarter 16 model schools out of 20 have been developed in Mtwara and 7 model schools out of 10 have been developed in Zanzibar. The following are the schools:

MTWARA REGION MODEL SCHOOLS		
No.	Schools	District
1	Msijute	Mtwara DC
2	Mbawala	
3	Mkunwa	
4	Mjimpya	Tandahimba DC
5	Amani	
6	Mikunda	
7	Chaume	
8	Namiyonga "B"	Newala DC
9	Nangwanda	
10	Chiungutwa	Masasi DC
11	Ufukoni	
12	Sabasaba Mtc	
13	Masasi Mtc	

14	Kilimanihewa	Nanyumbu DC
15	Mikangaula	
16	Mnanje	
ZANZIBAR MODEL CHOOOLS		
17	Paje	South DC
18	Bambi	Central DC
19	Dimani	Urban West
20	Nyerere	Urban
21	Mwembe Makumbi	Urban
22	Muuungano	Urban
23	Madungu A	Pemba

***Sub - IR 1.2 Improved community and parental support for reading***

- Community Reading Advocacy materials were developed; designed as a multi-page pamphlet for SMCs to guide them on simple but effective processes for increased engagement of community members and parents. This pamphlet will be initially distributed in regional Formative Evaluation Response meetings in April and May of 2014.

***Sub - IR 1.3 Strengthened the Use of Technology in Primary Schools, TRCs/TCs to support early reading***

- ***ICT Equipment and Power Installation:*** During the Quarter, TZ21 in collaboration with Kicheko continued to strengthen the use of the technology in primary schools and Teacher Resource Centres by ensuring that all ICT equipment and solar power installed are functional and utilized. To achieve this, the following on-going activities were performed on regular basis:
  - Continued with troubleshooting, maintenance and repairs. Particular attention was paid to the sites earmarked for EMIS training both in Zanzibar and Mtwara;
  - Continued with monitoring and support of installation teams on the field by using the Call Center and ticketing system. An email update was sent for each scheduled installation and continually updated through the Call Center during the day as installation progress. At the end of the day a daily summary was compiled with input from each installation team;
  - Conducted a full-scale power audit of all solar power installations in Mtwara. By the end of the Quarter all solar sites had been audited and corrective measures undertaken where necessary
  - Conducted an assessment of residual value of damaged ICT equipment in both Zanzibar and Mtwara. Several recovery measures were taken which resulted into repairs and restoration of a number of equipment adding to the available spares. As a result, ICT and power technical issues of TZ21 network and the “solar not charging” problem which resulted from mismatch between panel size and charge controller have now been to a large extent resolved after a thorough power audit.

- E-Content Training and Sustainability Measures:** The final eContent Rollout Training took place in Mtwara across the remaining five districts in January 2014. The entire activity was supervised by TZ21 eCurriculum Specialist, with support of Teacher Training Specialist, Ms. Irene Komba. The Mtwara teacher training was conducted in three-day sessions from 22nd to 24<sup>th</sup> January, 2014. There were a total of 202 participants in the teacher training from 52 MLE primary schools from Masasi, Newala, Tandahimba and Nanyumbu. These consisted of all Standard 1 and 2 teachers in Kiswahili subject as well as Head and Academic Teachers from every participating school.

		M	F	Total
Summary of total participants who attended the teachers training session for all 5 districts ( Masasi TC & DC, Tandahimba, Nanyumbu, and Newala )	Supervisors	03	01	04
	Facilitators	04	02	06
	ToTs	29	11	40
	Teachers	149	53	202

In general, participants had little experience in two entry skill areas: concepts of early reading instruction and basic ICT skills. Most teachers had little or no experience in either of these topic/skill areas. However by the end of the training, it was observed that more than 90% of training participants achieved the stated learning objectives – the ability to effectively use PA, LSS, Sound Pictionary Tools and Phonics Game – as demonstrated in the digital tools practice sessions. The following sustainability foundations of eContent in schools have been laid down:

- Trained eContent master trainers and teachers who can be utilized as resource persons to scale up the eContent skills and use of the digital tools in all schools in Mtwara and Zanzibar.
- Trained eContent master trainers with ICT Basic Skills to operate ICT equipment with eContent installed in schools.
- Trained School Inspectors as eContent Mentors and Coachers while playing their vital role of in monitoring and critiquing teachers. Their commitment and expertise in TZ21 Reading Instruction and Digital Tools Programs will directly impact the comfort levels and receptivity of these programs by teachers.
- Identified and utilized “champion” (highly skilled and motivated) teachers to take leadership roles in eContent teacher capacity building activities. These will serve as school-centered master trainers and peer leaders in the Coaching and Mentoring on eContent at the school levels..
- Included key Mainland MoEVT and Regional and Zanzibar MoEVT representatives in trainings and training design for the purpose of consensus and capacity building. These will help facilitate system integration and sustainability

- In Mtwara TZ21 has built eContent Resource Team in each District: Mtwara MC ( 5 M, 6F). Mtwara DC (1M, 5F), Masasi TC & DC (8M, 2F), Nanyumbu (4M, 1F), Tandahimba (5M), Newala (4M, 2F). There are 44 members on the eContent resource team. The eContent Resource Team is comprised of teachers, TRC Coordinators, School Inspectors, Head Teachers, Ward Education Coordinators, District Education Logistical Officers, and District Education Academic Officers.
- Like in Mtwara, Zanzibar eContent Resource Team include key government education staff such as teachers, language advisors, curriculum developer, tutors, school inspector from Unguja (9M, 8F) and Pemba (6m, 2F) totaling 25 eContent Resource Team.

During Quarter 1, 2014 the following Performance Monitoring Plan (PMP) indicators were tracked for IR1.

### Indicator Progress- Standard & TZ21 Customized Indicators

Program Element	Indicator	Achievement				Remarks
			Current Qtr Actual (Oct-Dec 2013)	Cumulative Planned Target (2014)	Cumulative Actual (2014)	
<b>TZ 21 GOAL:</b> Improved reading achievements in Kiswahili for standard 1-4 students in the target areas of Zanzibar and Mtwara Region	# of students in primary grades 1-4 in TZ21-supported schools with improved reading skills	Zanzibar			Baseline 7.03 Mid-line 8.07 Difference 4.22	Fluency reading scores ("Correct Words Per Minute") of Standard 2 pupils improved over baseline results in Zanzibar and Mtwara, and the differences were statistically significant:
		Mtwara			Baseline 3.85 Mid-line 12.26 Difference 5.24	
	# of learners enrolled in USG Supported primary schools or equivalent (3.2.1-35)	Zanzibar		140,000	Yet to be collected	Annual Indicator
		Mtwara		140,000	Male 87,157 Female 75,371 Total 162,528	Annual Indicator
<b>Sub - IR 1.1</b> Improved instruction in early grade reading Kiswahili	#/% of teachers in target schools, educators and administrators who successfully complete in-service/pre-services training (in pedagogy, EGR) or receive Coaching and Mentoring training (3.2.1-31/32)	Zanzibar	(370M, 1,145F) <b>Total 1,515</b>	4,709	4,228	RAC training in Zanzibar to be reported I second quarter
		Mtwara	(1,927M, 786F) RAC <b>2,713 Total</b>			
	# of textbooks and other teaching and learning materials provided with USG assistance	Zanzibar	700 Copies M&C 1,302 Rem 1,506 Calendar	135,209	2,796 1,302 1,506 1,367 2937 2494 100 <b>12, 502 Total</b>	Big number of materials from CBP awaiting Government approvals
		Mtwara	1625 M & C 1,367 Rem 2937 RAC 2494 Calendar 100 Calendar (ENG)			
<b>Sub - IR 1.3</b> Strengthened the Use of Technology in Primary Schools, TRCs/TCs to	# of ICT equipment installed in schools, TRCs/TCs/TTCs	Zanzibar			All sites in Zanzibar & Mtwara Installed	Trouble shooting going on
		Mtwara				
	Number of schools using Information and	Zanzibar	77 + 148	248	222	EMIS Installation in Mtwara



support early reading	Communication Technology due to USG support	Mtwara	20+ 47	618		going on with training
	# of teachers, educators trained on ICT with USG support (Disagg. a.M/b.F)-(Std Ind).	Zanzibar	(97M, 89F) EMIS Totakl 186	1,913	1,704	EMIS training going on in Mtwara
		Mtwara	141 EMIS		186 141 <b>2,031 Total</b>	
<b>IR2:</b> Strengthened polices, information and management, to support early grade reading	# of laws, policies, regulations or guidelines developed or modified to improve early grade reading in primary schools(3.2.1-38) by benchmark: a. defined, b. in process, c. reached, d. successful (disaggregated by Mtwara/Zanzibar/Districts/TRCs/TCs/IC T/WSO)	Zanzibar	3	6	5	
		Mtwara	3			

## *IR 2: Strengthened Policies, Information and Management to Support Early Reading*

### *Sub-IR 2.1: Developed school- based EMIS*

During this quarter a total of five training session were organized on EMIS; a total of three teachers were invited from all each of the participating school. All of these sessions were conducted in TRCs in Mtwara MC and DC. Each training session was conducted for a total of five days which were facilitated by a group of 7 trainers from Agile Learning.

	<b>1<sup>st</sup> Session MAJENGO TRC (5<sup>th</sup> – 10<sup>th</sup> March 2014)</b>	<b>2<sup>nd</sup> Session NANGURUWE TRC (11<sup>th</sup> -15<sup>th</sup> March 2014)</b>	<b>3<sup>rd</sup> Session NANYAMBA TRC (18<sup>th</sup> -22<sup>nd</sup> March 2014)</b>	<b>4<sup>th</sup> Session LIBOBE TRC, (24<sup>th</sup> - 28<sup>th</sup> March 2014)</b>	<b>5<sup>th</sup> Session MADIMBA TRC, (31<sup>st</sup> March – 4<sup>th</sup> April 2014.)</b>
1	LIKONDE	NAMAKYAKATA	MBAMBAKOFI	NAMDIMBA	MADIMBA
2	NALINGU	MARANJE	HINJU	MKUNWA	MTENDACHI
3	NAMGOGOLI	NANGURUWE	CHIWINDI	MKONYE	KILAMBO
4	IMEKUWA	MICHENJI	NANJEDYA	NAMAMBI	MITAMBO
5	MSIJUTE	MPANYANI	NAMISANGI	ILALA	TANGAZO
6	MSANGAMKUU	KIROMBA	CHIWILO	DIHIMBA	KITUNGULI
7	MOMA	MKAHARA	MKUTIMANGO	MKWAJUNI	KIHIMIKA
8	MNOMO	KIYANGA	MAJENGO	MTAMA	KILOMBERO
9	NAMBELEKETELA	MISUFINI	NITEKELA	CHIHANGA	MAYAYA
10	NAUMBU			MNIMA	

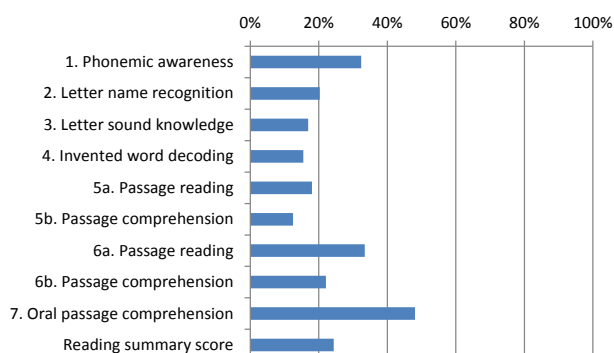
In Zanzibar this quarter, TZ21 in collaboration with Agile Learning completed the training on school-based EMIS in the remaining 62 schools in Unguja, thus completing all 148 schools in Unguja. A total number of teachers trained on school EMIS in this quarter were 186 including 97 males and 89 females.

## ***Sub-IR 2.2: Developed standardized measures of student performances***

### **Mid-line Evaluation Results**

- Mid-line data reporting was conducted during the first quarter of 2014; with two meetings (Zanzibar and Mtwara). During the mid-line reporting sessions, a comprehensive data summary was shared (specific to each region), as well as information about how students were sampled, how the data were collected, and the tools used to collect the data.
- The data (across both regions) demonstrate some significant growth in student performance, specifically in the area of verbal fluency. However, it was emphasized in the reporting session that, while statistically significant progress was seen, fluency rates remain far below where they should be to be considered successful. Additionally, the data demonstrated little growth in passage comprehension rates.
- However, auditory comprehension demonstrated more growth than independent reading comprehension, demonstrating that students are able to comprehend language and stories. They simply have not yet translated their increased phonics skills and fluency into independent reading comprehension.

The overall mean EGRA score in Zanzibar was 24.4% – a composite score combining the scores of all tasks on the test. As Figure below show, students scored highest on oral passage.



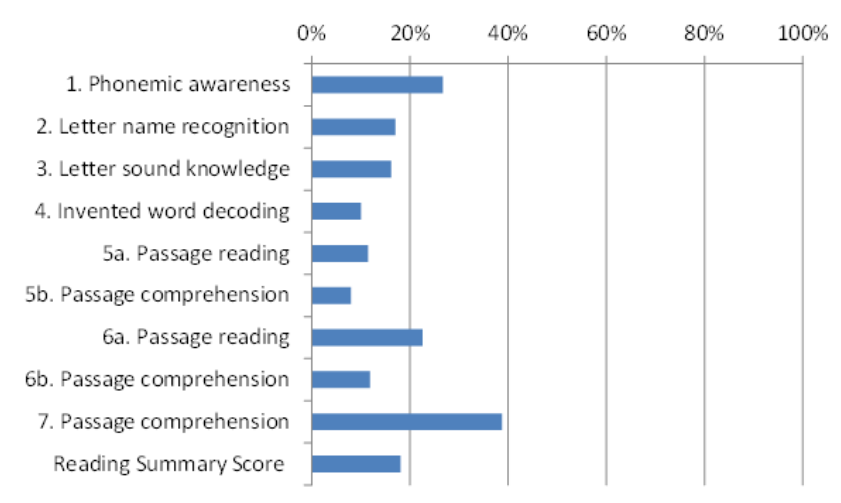
Students' overall mean score on the EGRA assessment in Mtwara was 18.1% – a composite score for all tasks on the test. Students scored highest on oral passage.

#### ***Areas of support provided by TZ21***

- Reading Program
- Reading Across the Curriculum
- Resource Utilization
- Mentoring & Coaching
- Whole School Development
- Reading Corners/Libraries
- ICT Basic Literacy
- e-Content
- Reading Events
- Research (baseline & mid-line assessment)
- EMIS

#### ***Key activities in the reading program to date***

- Curriculum and text reviews
- Materials development
- Pupils' designed materials
- Consensus and advocacy seminars
- Multiple trainings
- School-based reading corners
- Mentoring & coaching



- While the comprehension rates are not generally positive, the observed relationship between auditory comprehension and fluency growth provide important evidence for TZ21 about the specific target areas for continued coaching and mentoring – modeling of specific reading comprehension strategies for classroom implementation.
- The daylong meetings also included time for table-teams to examine the data and determine questions they still have about the process and/or results, positive growth they saw in the data, and ongoing performance needs of their students. Finally, participants created a list of necessary next steps to be taken at the school level in order to increase student performance rates, and a set of recommendations for the TZ21 program implementation in the coming year.
- Response to the meetings was generally positive, with participants actively engaged with the data, responding professionally and reasonably to the reported results, and taking their role in the process of determining next steps and recommendations seriously.

**Success Story:** During the data-sharing meetings, participants were initially focused on finding evidence that their Reading improvement job was done. They focused primarily on the improvements in fluency as evidence of their successful instruction in Reading. This misunderstanding was critical to address. Through a series of discussions during the meetings, most participants were able to understand the continued relatively low level of fluency, and the problems that continue with poor culminating comprehension performance. This is a success story because it is critical that participating schools continue to see the real improvements in student performance that are still needed, and this understanding will help drive Reading instruction in the right direction.

### **Sub-IR 2.4 Implementing a strong monitoring and evaluation system**

- The Monitoring and Evaluation package and process was enhanced in the first quarter of 2014, with the development of a Model School Performance Guide, designed to delineate critical criteria and performance indicators for Model School selection, and training for national and regional teams on how to use that performance guide to identify potential model schools. In addition, regional teams completed a kick-off process, with supported field visits to high-

performing schools, to test out the identification process, and determine response content and methods for those schools. Finally, regional teams created a system for tracking all data on schools, determining those schools that best fit quality criteria, and created a process (for implementation throughout 2014) to increase site visits and data collection among those schools that have potential to become model reading sites.

- The Formative Evaluation Response System has been developed, designed to engage schools directly in examining their program implementation data/results, and use that data to determine next steps in program improvement. This system is also part of the end-program strategies to ensure that local capacity for continued informed program implementation is in place by the end of 2014.

## 4.0 Cross-Cutting Issues

### 4.1 Environmental Disposition

TZ21 continued to observe the impact on the environment, as a result of TZ21 activities conducted in the fields. For example during this quarter big numbers of teachers/ education administrators were trained in Mtwara and Zanzibar with a lot of bottled water consumption at the training venues (TRCs/TCs and Schools) for the 3-4 days spent. All trainees in the training venues were instructed to observe training venues cleanliness during and after the training.

### 4.2 Gender Approach

TZ21 has an integrated gender approach in all interventions carried out in Zanzibar and Mtwara (Note that training data reported are always gender disaggregated to indicate the levels of participation and involvement of males and females). The table below indicates the level of participation of male and female in TZ21 training conducted during the quarter.

Training	Zanzibar			Mtwara		
	Male	Female	Total	Male	Female	Total
Mentoring and Coaching	30	27	57	1,097	339	1,436
Reading Remediation	215	1,022	1,237	592	545	1,137
Reading Across the Curriculum (RAC)	--	-	-	1,927	786	2,713
<b>GRAND TOTAL</b>	<b>245</b>	<b>1049</b>	<b>1294</b>	<b>3,616</b>	<b>1670</b>	<b>5,286</b>

More males participated in Mentoring and Coaching training in Mtwara due to the fact that positions like Head Teachers, Academic Masters, TRC Coordinators, Ward Education Coordinators are male dominated. In Zanzibar classroom teachers are female dominated than Mtwara, hence more participation of female teachers in Reading Remediation training. The level of female participation in TZ21 interventions is high in Zanzibar compare with Mtwara where it is male dominated.

### 4.3. Public Private Partnerships

During the quarter (January-March 2014), TZ21 continued to mobilize the private sector and communities at large to support education development. UhuruOne an IP responsible for internet



connectivity continued to support internet connectivity in Mtwara with some services funded from non-federal USAID sources under cost-sharing as indicated in the table below.

TZ21 Zanzibar office made a close follow up to Chairperson of ZAYEDESA the former first lady, Shadya Karume and the contribution was given on 27<sup>th</sup> February 2014 to Kiembesamaki school. The amount awarded was Tsh 100,000. This amount was for improving classroom reading program. Stone Town Traders Company limited contributed stationary for reading advocacy worth Tsh 350,000.

- **Cost-Share**

During the period January 1<sup>st</sup>, 2014 through March 31<sup>st</sup>, 2014, TZ21 verified and documented cost share, with major contributions from UhuruOne, and the Mtwara Regional Education Office (TZ21 Mtwara office space).

No.	Action Item Name	January-March 2014
1	Uhuru One	\$ 154,668.00
3	Office Rent Mtwara	\$ 5,173.88
	<b>TOTAL</b>	<b>\$ 159,841.88</b>

## 5.0 Stakeholder Participation/ Involvement

### 5.1 Government at Different Levels

During the quarter, key government stakeholders participated in different TZ21 intervention at different levels and responsibility to furtherance of TZ21 objective. In Zanzibar, total of 44 MOEVT Officials, 10 females and 34 males, participated in the orientation training for e-content held at Kiembesamaki TC on 15<sup>th</sup> and Michakaini TC on 16<sup>th</sup> January, 2014. The main objective of this activity was to make MoEVT officials aware of the eContent tools produced by TZ21 that are going to be used by teachers in the classrooms.

On 28<sup>th</sup> February, TZ21 held a meeting together with MOEVT officials to reach consensus on the content of Reading Across Curriculum (RAC) training materials development. The report on the Material pretest conducted jointly by TZ21 and government people was presented and discussed. As a result of this process that directly involved government representation, the RAC training document was approved for further development and utilization for the envisaged training ahead.

In Mtwara, government officials from MOEVT mainland and Regional Education Office have been on the team of National Trainers of Trainees (NTOT) together with TZ21 technical staff. At the regional level the Mtwara Regional Education Officer (REO) has been officiating almost all District Trainers of Trainees (DTOTs) even weekends accepting invitation to do so. During the RAC DTOTs training the REO pointed out the importance of this training. In his remarks he also urged the DTOTs to ensure that the training contribute to the education improvement in Mtwara in the spirit of Big Result Now (BRN). REO used this opportunity to clear out misconception which was uttered by one teacher to the senior MoEVT official who visited his school recently that TZ21 has taught them NOT to include content/topic assessments in their lesson plans. The REO went further to remind teachers to always speak the truth and work hard.

The REO used the Reading Across the Curriculum Training Manual to show how Tz21 program values and emphasis on formal and informal classroom assessment by including an assessment topic in the training content.

## ***6.0 Project Operations, Management, and Staffing***

### **6.1 Project Leadership and Management**

During this quarter the MOEVT assigned Mr. Fortunatus Kagolo as the new Tz21 Ministry Focal point replacing Mr. Jumanne Shauri in a addition, Mr. Zuberi Samataba was promoted to PMO-RALG as the Assistant Permanent Secretary . In Mtwara Region Mr. Felix Danda was assigned by the REO as the new Regional Tz21 Focal Person replacing Mr. Rajabu who moved to Tandahimba District.

Creative Associates International Home office in Washington DC has recruited Mr. Jerrold Keilson, Vice President and Senior Director of the Education Division. Further Staff recruited include, Ms. Diana Esposito Esq.-Director & Assistant General Council and Jamie Lewis- Management Associate new roles with Tz21.

During the quarter, Tz21 had technical assistance in developing Reading Across the Curriculum (RAC) from Lynn Evans (Creative HQ Reading Expert) and Amy Pallangyo (Tz21 Local Reading Consultant).

### ***6.2Tz21 Staffing***

During this quarter, the Senior Teacher Education Manager – Mr Vincent Katabalao left Tz21 after having served the Project for almost 3 years in professional development of teachers and other education stakeholders in Zanzibar and Mtwara.

## **7.0 Project M&E**

### **7.1 Tz21 Integrated Monitoring**

- Training was provided for regional teams on how to effectively use the Monitoring and Evaluation tool package, including sample site visits to practice and receive feedback on developing a common approach and performance standard for tool use. Additionally, this training process was used to help regional teams link their data collection back to their school mentoring efforts – using the data collected to develop action plans for additional targeted school feedback.
- The Model School Performance Guide was developed (and training was provided) to support national and regional teams to understand critical criteria for school performance, identify model schools, and also determine the needs of schools still in progress toward program goals.

### **7.2 Tz21 Data Quality Assessment (DQA)**

Starting on February 3, 2014 Tanzania Monitoring and Evaluation Management Services (TMEMS) conducted data quality assessment exercise for TZ21 Project. The assessment was led by TMEMS Project Coordinator, Mr. Frank Kaduma and Monitoring and Evaluation Specialist-Mr. Pascal Ntunda. The DQA Team visited Zanzibar and Mtwara TZ21 Offices. The indicators provided by USAID for DQA were:

***3.2.1-27** Proportions of students who, by the end of the two grades of primary schooling demonstrate that they can read and understand the meaning of grade level text.*

***3.2.1-31** Number of teachers/educators/teaching assistants who successfully complete in-service training or receive intensive coaching or mentoring with USG support*

***3.2.1-35** Number of learners receiving reading intervention at the primary level*

***3.2.1-38** Number of laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access.*

#### **Observed from the Fields**

- The indicators provided for the DQA are new as per TZ21 Modification and PMP approved in December 2013; hence some have no data so far. Three of the DQA indicators are annual indicators, hence their data collection and reporting is supposed to be done at the end of the implementation year (September-October 2014) when the Project is closing out. **E.g. indicators 3.2.1-27, 3.2.1-35 and 3.2.1-38**
- Due to TZ21 intervention modifications, streamlined scope and coverage, three of the DQA indicators need operational definitions and tools development in order to collect data that are within the indicator requirements and TZ21 intervention scope and coverage. **E.g. indicators 3.2.1-31, 3.2.1-35 and 3.2.1-38.** Bearing the Project timeframe remaining, scope and budget considerations, it is likely that data collection and reporting to these new indicators will be a challenge.

#### **8.0 Challenges and Constraints**

- **Cascade Training Model** - The necessary cascade training approach continues to be a challenge, with difficulties ensuring that the training quality and content remains consistent at all levels. Two approaches were taken in the first quarter of 2014 to address this challenge; the revision of training handbooks to include more scaffolding for local trainers, and an increase in second-tier planning time, to make sure regional trainers are fully prepared to deliver common and high-quality training at the local school level.
- **Full Knowledge for Sustainability** - As we enter the final year of implementation, local capacity building is a primary focus and challenge. In a program as complex as this model, and with six critical criteria for successful implementation of the full model, it is of utmost importance that schools 1) understand these programmatic criteria for success, 2) recognize successful elements (and less successful) when they see them in their own school site, and 3) understand the simple strategies they can use to keep their program implementation moving forward. To address this

challenge, TZ21 is implementing the Formative Evaluation Response system (see below in Planned Activities).

- **Capacity for Local Remediation of Instructional Quality** - While Standard 1-2 teachers have generally embraced the early reading program approach, it is critical that TZ21 (and other stakeholders in the future) be prepared to address the ongoing needs of teachers. As their Reading instructional skills continue to develop, teachers will be ready for more depth of understanding about how young children learn to read, new more complex strategy approaches, and increased access to (and ability to create) quality instructional materials. While time is limited in this phase of the work, TZ21 is currently engaged in examining the next steps to be recommended for ongoing teacher knowledge-building beyond the scope of this specific program.
- **National Reading Policies** - Though program implementation has been quite successful, with schools actively engaging in all aspects of the program, the lack of national policies for reading instruction and pedagogy at the primary level continues to limit the potential impact of the model. For schools to give and maintain their highest change efforts, it is critical that national policy drive the need for change at the local level. As long as national policies for reading instruction and pedagogy do not exist, school engagement will always be limited to that of voluntary good will.

## **9.0 Planned Activities for Quarter 2 - 2014**

*IR1: Strengthen Professional Development and Resource Support to Schools, to improve early grade reading*

### ***Sub-IR 1.1: Improved instruction in early grade reading Kiswahili***

- RAC training will be completed in April/May of 2014. Teams of 3 will be trained from each school (including representation from the Head Teacher, Academic Head, and Lead Teacher (trained in coaching), and additional cross cutting representation from three of the four target content areas.
- The Formative Evaluation Response System will be implemented. This system includes convening meetings of potential model school sites (and representative sample of schools in progress), and their respective WECs/Academic Supervisors. In these meetings, schools will receive feedback from regional TZ21 teams about their current program status (using the Model School Performance Guide), examine their own performance perspective compared to external feedback, and plan for targeted program improvement efforts. These evaluation response meetings will take place quarterly during this final year, with emphasis on handing over monitoring and feedback to a self-sustaining system. Additional support will be provided to these schools by coordinating increase local site visits for monitoring and feedback during the remainder of 2014.

### ***Sub-IR 1.2: Improved Community and Parental support for reading***

- The community engagement pamphlet will be distributed during the second quarter of 2014, through multiple means. Upon distribution of the pamphlet, external site visits and coaching will increase its emphasis on community and parent engagement, with regular monitoring and tracking of both formal and informal engagement strategies at local school sites.
- Better National to create community awareness on the need to support reading at schools and homes.
- In –Kind Grants supporting community mobilizing

***Sub-IR 1.3 Strengthened use of technology in primary schools to support early reading***

- Power audit for the few sites lacking bigger charge controllers and troubleshooting all remaining sites.
- Monitoring and support of the audit- and troubleshooting-process through the Call Center and Ticketing System

***IR2: Strengthened Policies, Information and Management to support early grade reading***

***Sub-IR 2.4 Implement a strong monitoring and evaluation system***

- The strength of the monitoring and evaluation system will be increased again in the second quarter of 2014, through multiple means – 1) The mentoring and Coaching program, together with the RAC program will be integrated into the M&E package to ensure immediate inclusion of RAC implementation into the national, regional, and local monitoring and mentoring approaches; 2) the M&E package and School Performance Guide will be applied through the Formative Evaluation Response System to ensure that all stakeholders at all levels are using a formative evaluation process to guide their work, and 3) data available through this new system will be more fully integrated into program monitoring and decision-making at the national and regional levels.

**Student Learning Assessment**

- Preparations for End-line Assessment will be undertaken during the second quarter of 2014.